DOCUMENT RESUME

ED 094 730 88 IR 000 928

TITLE Grant Computer Managed Individualized Learning Project (PLAN*). The interim Evaluation Report (July 1, 1972-June 30, 1973).
INSTITUTION Saint Louis Board of Education, Mo.
SPONS AGENCY Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
REPORT NO R-35-72-11-0
PUB DATE 29 Aug 73
NOTE 35p.; For related document see IR 000 929

EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS *Comparative Analysis; *Computer Oriented Programs; *Curriculum Evaluation; *Elementary Education; Evaluation Criteria; Evaluation Methods; Evaluation Techniques; *Individualized Instruction; *Instructional Systems; Program Evaluation
IDENTIFIERS Duluth Project; Elementary Secondary Education Act Title III; ESEA Title III; IGE; IPI; Missouri; *Project PLAN; St Louis

ABSTRACT

Four instructional management programs, the Duluth Project, IGE Project, the IPI Project, and PLAN Project, were evaluated, contrasted, and compared with development of an inhouse program for the St. Louis public schools. The main criteria were: developmental and operational costs; degree of individualization; the use of behavioral objectives, criterion tests, and computer management; coverage of elementary grades; comprehensiveness of subject areas covered; and the need for differential staffing. Only the PLAN Project (Westinghouse Learning Corporation) met all the specifications, including the requirement for computer support, and was chosen as the best program available and preferable to inhouse development. Activities provided schools the opportunity to self-select into the PLAN Project. With the implementation of the program, the various segments were continually reassessed and reevaluated; the overall objective was 80 percent of the students meeting 80 percent of the objectives. Dissemination activities of the program are outlined in this interim report which precedes a final evaluation report published later. (WH)

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Grant Computer Managed Individualized Learning Project (PLAN*)

Number 35-72-11-0 Title III, ESEA

THE INTERIM EVALUATION REPORT

(July 1, 1972 - June 30, 1973)

Submitted by:

St. Louis Board of Education
911 Locust Street
St. Louis, Missouri 63101

August 29, 1973

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TABLE OF CONTENTS

Part 1 - Objectives, Activities, & Evaluations 1

Part 2 - Dissemination Activities i

Part 3 - ITEMS Disseminated . . . . . .

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PART 1

Objectives, Activities, & Evaluations

Objective 1: To select specific commercially available programs for review and examine their appropriateness for use in the Computer Managed Learning Project. At least four such programs will be studied and their cost and applicability to the project compared. A report of findings will be prepared by the research team for the purpose of providing a basis for deciding whether to purchase a commercially developed product or develop one "in-house". This report will be submitted to the Director of Curriculum Services by May 15, 1972.

Activities 1: The research team selected four systems of individualized instruction for study in preparation of this report. The four systems examined were the Duluth Project, IGE Project and PLAN* Project. Each has won national recognition for their specific areas of merit.

PLAN* Project (Westinghouse Learning Corporation) was the only program that met all selection criteria specified. Comparative costs per pupil for both curriculum and the individualized learning management system were difficult to derive. Duluth Project cost data is not available and the program is not computer supported. However, limited computer support is under development. The IGE Project cost is $560 per pupil for the individualized system. This takes into account the elaborate differientiated staffing system, but it is not computer supported. The IPI Project has derived a $10 per student cost for the special curricular materials in Math for the grades developed to date. The costs for Language Arts, Science, and Social Studies have not been published. A computer support system is being developed but plans are for the system to be a diagnostic tool in an interactive mode which will be a relatively expensive approach as compared to a

computer managed approach of using the computer in a non-interactive way. The costs for PLAN* Project are the most definitive of the four systems but necessarily vary from school to school and school district to school district. The curriculum costs vary between: 1) less than $75 per student for established schools that may have some materials on hand which may be utilized in PLAN*; and 2) $100 per student for a new school with no materials on hand. The computer managed individualized system costs about $67.80 per student, depending on local telephone line costs, etc. The cost ranges therefore between $142.80 and $167.80 per student. This does not reflect costs for teaching and administrative staff. It does include the cost of inservice training for program implementation.

Each project not having a complete computer managed instruction system for individualization of instruction would need to have one developed before the CMI Project could be implemented. Each would have to be individually designed and tailored to fit the program with which it is to be used. This would be very costly and impossible to do for implementation during the first year of the project whether contracted or developed "in-house". The IGE Project lacks a Social Studies curriculum and development in-house would be too long a process for implementation the first year. Adopting other Social Studies curriculum from one or a combination of the other three systems would be difficult due to the highly structured differentiated staffing approach to teaching. This could, however, speed up the process of materials identification, objectives writing and diagnostic prescription writing for specific learning modules to be developed.

The IPI Project has a curriculum limited in grade range. The

expansion into other grades is under development but not available for use in the first project year.

Evaluation 3: PLAN* Project is the only system at this time that has the objective based learning package and the computer monitoring system developed for Language Arts, Math, Science, and Reading in grades one through twelve. (Figure 1) While this project has an interest in the elementary schools only, it is conceivable that an advanced eighth grade student may need materials on a higher level. PLAN* Project will allow for this flexibility. It also offers the opportunity to add any objective, independent activity, or locally created project into the system. This is not a closed curriculum and can be as flexible as teachers choose.

INDIVIDUALIZED INSTRUCTION PROGRAM COMPARISON FOR COMPUTER MANAGED INDIVIDUALIZED PROJECT

Evaluation 3:

PROGRAM NAME / SELECTION CRITERIA	INDIVIDUALLY PRESCRIBED?	INDIVIDUALLY PACED?	BEHAVIORAL OBJECTIVES?	CRITERION REFERENCED TEST?	COMPUTER MANAGED? *	GRADES 1 - 3 INCLUSIVE?	INSTRUCTIONAL AREAS: Lang. Arts?	Math.?	Science?	Soc. Studies?	Reading?	CURRICULUM MATERIALS COST/CHILD?	INDIVIDUALIZED SYSTEM COST/CHILD?	DIFFERENTIATED STAFFING REQUIREMENTS
DUMATH Project	Yes	Yes	Yes	Yes	No ***	Yes	Yes	Yes	Yes	Yes	Yes	Specific data not available	Specific data not available - not computer supported***	Team of 4 teachers per 120 students
IGE Project **	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	No	Yes	Specific data not available	$560/ child Not computer supported	1-Unit Leader/Master Teacher 2-3 Staff Teachers 1- Teaching Intern 1-2 Aides 100-150 children units
IPI Project	Yes	Yes	Yes	Yes	No ***	No	Yes K-6	Yes K-6	Yes K-3	Yes K-2	Yes K-6	$10/Child (MATH only)	$37 - $115 per child- not computer supported***	1 teacher per classroom 5 aides per subject area
PLAN Project	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	$75 - $100 per child (ALL AREAS)	$67.80/child computer**** supported	Organization optional-can be either 1 teacher per room or team teaching. Aides are optional but observations indicate 1 per classroom very desirable.

* This is defined as having a computerized system for managing the individualized learning as opposed to computer assisted instruction that involves students in an interactive mode at computer terminals.

** This project provides a framework for individualization through teacher inservice and should not be considered as a completely developed system such as PLAN.

*** Computer support system is under development.

**** Also includes inservice training for implementation.

Figure 1

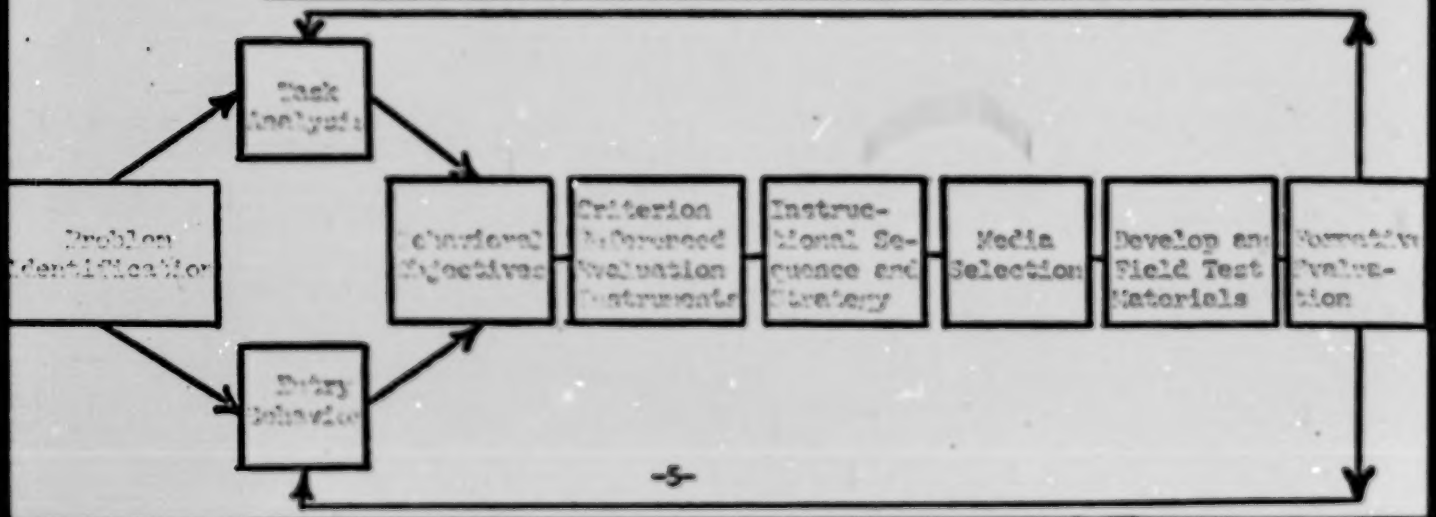
Objective 2: To estimate the cost of developing a computer managed learning system "in-house" using consultants when required for technical assistance. A report of findings will be prepared by the research team for the purpose of providing a basis for deciding whether to purchase a commercially developed product or develop one "in-house". This report will be submitted to the Director of Curriculum Services by May 15, 1972.

Activities 2: The most carefully documented study of costs for developing a computer managed instruction course based on behavioral objectives was done by Walter Dick and Paul Gallagher at Florida State University. Dick and Gallagher describe the development of the course as follows:

"The model (Dick, 1969) is based primarily on earlier work by Glaser (1965), and Stolurow and Davis (1965). Figure 1 shows this "systems approach" is in essence a model which indicates the sequential processes which one would follow in order to develop instructional materials. The various components in the model are based upon concepts developed by various researchers; e.g., task analysis, Gagne (1970); behavioral objectives, Mager (1962); formative evaluation, Cronbach (1963); and media selection, Briggs et al. (1967).

(Figure 1)

Systems Approach Model Used for the Development of CMI Course Materials



Using the cost derived from this project would be slightly underestimating the cost for St. Louis due to:

1) Slightly higher personnel costs on the average for St. Louis than for Florida State University
2) Slight increase in the cost of goods and services since the gathering of the cost data

Nineteen subtasks were identified and objectives written based on subtasks for the course. Total development costs were $9,297.40. The "implementation" costs[1] were $3,568.86. Together, the cost was $12,866.26 for the 19 tasks. Using this as a yardstick and with an estimated 350 subtasks per grade level the unit cost of in-house development of learning modules for each objective would be $677.17. Across the eighth grade levels, this would cost $1,896.076.

Not accounted for in this project was the computer support system required for ongoing support of the CMI system. The Textbook Inventory System developed by St. Louis Public Schools is comparable in difficulty to this task. The cost of the Textbook system for development was $90,176. If the CMI system required 15 hours per month of computer support at $250 per hour, the first year operational costs would be $45,000. This is probably a conservative estimate.

Adding these costs, we have:

$1,896,076	Program Development
90,176	Computer Support System Development
45,000	
$2,031,252	

This cost would amount to $4,062.50 per student for 500 students.

---

[1]This refers to the validation process in development of the course (based on the number of objectives developed per grade level in project PLAN*)

This amount is for in excess of all four CMI systems studied. PLAN* Project is estimated to range from $142.80 to $167.80 per child. This is at least $3,894.70 per child less expensive than in-house development. In-house development in time for first-year implementation at all grade levels also seems unrealistic as a time schedule.

Evaluation 2: The itemized cost for in-house development is estimated as follows:

a) Behavioral Objective Development	$ 920,000
b) Identification of Related Learning Materials	922,076
c) Development of Diagnostic Instruments	54,000
d) CMI system (incl. 1st Year Costs)	135,176
	$2,031,252

Objective 3: To select the best single program or combination approach to providing a computer managed individualized learning program.

Criteria for selection will be -

a) Most complete and comprehensive program for all five curricular areas and grade levels
b) Most feasible computer managed system considering time constraints
c) Lowest cost for development, purchase or lease of each segment of the selected program.

A report of findings will be prepared by the research team for the purpose of providing a basis for selection of the program to be developed and/or implemented. This report will be submitted to the Director of Curriculum Services by May 15, 1972.

Activities 3: Based on information reported in the Research Team Report for objective two, the total cost for developing, implementing and operating a computer support system during the first year of the project would be approximately $94,676. All projects except PLAN* would require such a system to be developed. The cost of computer support for one school year using PLAN* is $34,080 for 500 students. PLAN* Project could be utilized for $60,596 less than development of a SLPS support system. In-house development of a complex system of this size would not be possible for implementation during the first year. Implementing the PLAN* system for 500 students on the SLPS computer facility would cost $18,733 more than operation directly from Iowa City, Iowa.

Based on information reported in the Research Team Reports for objectives one and two, the cost per student for each program to be developed and/or implemented for each system studied is computed as follows:

> If materials exist in SLPS curriculum, the cost is estimated to be half that reported in the report for objective two. If materials do not exist in SLPS curriculum, the cost used for estimation is the same as that derived from the report for objective two. Therefore, the costs would be $338.59 in the first case or $677.17 in the second. In each case that requires a computer support system developed, $94,676 must be added.

Figure 1 is the worksheet used to determine the additional development required and indicates a derived score for comparing thoroughness of development. The highest total score derived is the most thoroughly developed. The maximum score possible is 48. Using this checklist and the information given in Figure 1 of the report on objective one, we are able to determine a cost per student for developing each learning system. Figure 2 gives the results of the computations.

INDIVIDUALIZED INSTRUCTION PROJECT CAPABILITY CHECKLIST

Instructions: Place a check (x) in each block to indicate whether program materials exist or whether the program is computer supported. Count the checks for each category and subtract the development difficulty index from the number of checks. Enter the result in the "TOTAL" column.

	LANGUAGE ARTS	MATH	SCIENCE	SOCIAL STUDIES	READING	COMPUTER SUPT.	TOTAL
Grade Level:	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8	
DULUTH PROJECT	x x x x x x x x	x x x x x x x x	x x x x x x x x	x x x x x x x x	x x x x x x x x	2 2 2 2 2 2 2 2	24
IGE PROJECT	x x x x x x x x	x x x x x x x x	x x x x x x x x	1 1 1 0 0 0 0 0	x x x x x x x x	2 2 2 2 2 2 2 2	13
IPI PROJECT	x x x x x x 0 0	x x x x x x 0 0	x x x 0 0 0 0 0	x x 1 0 0 0 0 0	x x x x x x 0 0	2 2 2 2 2 2 2 2	6
PLAN PROJECT	x x x x x x x x	x x x x x x x x	x x x x x x x x	x x x x x x x x	x x x x x x x x	x x x x x x x x	48

Development Difficulty Index: 0 = Materials exist in SLPS curriculum but would need rewriting for an individualized system.

1 = Materials do not exist in SLPS curriculum except as teacher directed group activity (i.e. no student texts).

2 = Initial development of computer support required

Figure 1

DEVELOPMENT/IMPLEMENTATION COST COMPARISON

		Additional Development Cost/Pupil	Computer Support Costs	Total Development Costs
DULUTH PROJECT		NONE	$94,676	$94,676
IGE PROJECT	Social Studies			
	Grades 1-3	$2,032		
	Grades 4-8	1,693		
	Total	$3,725	$94,676	$98,401
IPI PROJECT	Language Arts			
	Grades 7-8	$ 677		
	Math			
	Grades 7-8	$ 677		
	Science			
	Grades 4-8	$1,693		
	Social Studies			
	Grade 3	$ 677		
	Grades 4-8	$1,693		
	Reading			
	Grades 7-8	$ 677		
	Total	$6,094	$94,676	$100,770
PLAN PROJECT		NONE	NONE	NONE

Figure 2

Evaluation 3: Figure 1 shows PLAN* Project to have the highest capability index number - twice that of Duluth Project, its nearest competitor and eight times that of its weakest competitor, IPI. PLAN* Project has no additional development costs prior to implementation whereas the other three systems would require from $94,676 to $100,770 additional development costs before it could be fully implemented. Development time for this project would extend beyond the first year of the project.

PLAN* Project:

a) is the most complete and comprehensive.

b) is the most feasible computer managed system considering the constraints.

c) is cheaper than in-house development of a new system or modification of other existing systems.

d) also includes staff training.

Objective 4: To identify and report differentiated staff requirements for the learning system selected. The research team reports will contain requirements for the individual programs studied. The research team will prepare a report giving specific personnel requirements based on the actual school selected for the project and the room organization to be utilized (eg. The self-contained classroom may be used in the primary grades but a subject matter room organization could be utilized in the middle and upper grades). This report will be submitted to the Director of Curriculum Services by July 15, 1972.

Activities 4: The Williams and Scullin Elementary Schools enrolled approximately 250 students in the PLAN* system. There were 15 self-contained classrooms in all, 8 at Williams and 7 at Scullin. Each room had an instructional aid to assist the teacher. Each principal had an instructional assistant and a terminal operator to assist him. A project coordinator assisted each school in implementation and operation through a staff relationship within the Division of Curriculum Services. The coordinator reported to the Director of Curriculum Services and supervised the work of the two writers that began work on including St. Louis created curricular materials in the PLAN* system. The specific classrooms and teachers in each school were identified by the school principal. Locations for each terminal and the equipment security requirements were studied and approved and terminals were installed in Williams and Scullin.

Evaluation 4: The recommended ratios for the self-contained classrooms in each school were according to the 500 children that each school was to share equally.

The appropriate research instrument that was formulated to determine if 80% of the teachers and 80% of the teacher-aides agree with the established ratios of room organization will be discussed in the evaluation model that is being prepared by the project evaluator and will be presented later.

In order to meet budgetary needs instructional aides will be assigned one to every two teachers for the second year of the program, as one aide per teacher did not prove feasible from a monetary standpoint.

Objective 5: To provide schools an opportunity for self-selection into the program. The self-selection will be complete by July 15, 1972.

Activities 5: The Superintendent of Schools extended to each District Superintendent a request for "bids" to secure the project in their district. Only two districts responded. Rather than have a total school committed to one experimental program, the Superintendent of Schools directed that an alternative would be offered to assure that no student would be required to participate in an experimental program. It was decided that each school submitting a "bid" would share equally the 500 openings for enrollment (based on the funding available). Parents who decided they did not want to have their students enrolled in the regular school program in their school. Teachers who were unwilling to or unable to work in PIAN* had an opportunity to return to a regular classroom without prejudice.

Evaluation 5: The presentation of the opportunity of the program was thorough and realistic. It included some of the negative aspects of the project such as the amount of new material that the teacher would be using for the first time, stressed the fact that the

teacher would have children working at various grade levels in all of the five academic levels at the same time and pointed out the room arrangement would have to be different from the traditional classroom setting which intailed a great deal of extra preparation on the part of the teacher. Many positive aspects of the project were included in the presentation such as the advantages to the students of working in an individualized program and the role the computer would serve as a management tool to the teacher.

Objective 6: To determine physical plant and scheduling requirements for application of the program selected. This report will be due July 15, 1972.

Activities 6: The research team established criteria for determining the plant requirements of the program according to the guidelines established in the Westinghouse Computer Manual.

The administrators and faculty determined the scheduling requirements for inclusion of non-academic activities in the school program. Data was gathered throughout the first year of implementation of the program and any changes recommended were implemented during the year if feasible.

Evaluation 6: The reports were completed on time and the physical plant for application of the program was modified when necessary. Additional wiring was put in to accomodate the terminals.

The students were scheduled to take non-academic subjects equivalent to the non-academic program of the control school.

Objective 7: To develop, purchase, and/or lease appropriate computer software systems to provide a truly computer managed instructional system based on individualized instruction as described in the overall project goal with the requisite ancillary computer support

services. All systems will be operational no later than January 15, 1973.

Activities 7: Westinghouse Learning Corporation provided a computerized data base of information to implement the program based on data gathered for each participating student.

WLC also provided a computerized data base of information that facilitated the deficiency diagnosis, remediating prescription (two or more alternatives), and evaluation of the work done by students on a daily basis.

The computer managed instruction system that is designed to relieve teachers of virtually all their routine clerical tasks associated with individualized learning programs was provided, allowing more actual classroom time for individualizing their instruction. This included overnight updating of information regarding testing, results of each student's daily progress, and printed reports for teachers to use as daily planning guides based on their students' progress. The system generated a bi-weekly status report for each student based on his achievement to date.

All required computer software systems were purchased. All required computer hardware systems were leased. Purchase of computer software systems were the responsibility of the director of the project, and the Curriculum Division. Leasing arrangements for any additional hardware systems were the responsibility of that division and the director of the program.

Evaluation 7: The computer system reliability was judged on the basis of no more than five days of "down time" annually. The overnight turn around of testing, assignments, and teacher planning documents was consistent and available when teachers arrived each morning. Bi-weekly status reports were consistently on time and accurate.

There was also a procedure established for quickly and accurately deleting students leaving the system and for new enrollees who entered.

Objective 8: To provide inservice training with outside consultants, for teachers and administrators in order to implement the selected individualized program. This inservice training will be completed during October, November, and December, 1972.

Activities 8: Administrative staff training has been completed. This included 2 principals, 2 instructional assistants, the project coordinator and the project evaluator. Teachers were trained on Saturdays during October and November, the principals being the instructional leaders. Training sessions were held in the project schools, alternating schools each meeting. Westinghouse Learning Corporation provided appropriate training materials and consultant assistance as required.

Evaluation 8: At least 95% of the participants in the inservice training correctly completed at least 95% of the module tests given at the close of the training session.

Objective 9: To refine and expand the basic student assessment-diagnosis program. This program will be completed by July 1, 1973.

Activities 9: Identification of each objective as to the level of difficulty based on Bloom's Taxonomy of Educational Objectives was required for all TLU's created by the project writers.

A review was made of the module tests written for the locally developed TLU's to determine which objectives are diagnosed by each item.

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[1]Benjamin S. Bloom, Taxonomy of Educational Objectives, David McKay Company, Inc. New York, 1956

The Pupil Personnel Division provided for an eye test, an audiometer test, and recorded any obvious physical handicaps as part of their regular functions.

Establishing the placement level of students as tested by a comprehensive criterion referenced test was the responsibility of the Project Staff.

Evaluation 9: The student assessment-diagnosis program was considered appropriate. Process observation and teacher and student reports indicated that students are consistently developing skills or are studying in areas of need or interest. The students reported that they were comfortable with the learning style used to learn the material. The achievement records show that 80% of the students achieved 80% of their assigned Program of Studies, POS.

Objective 10: To develop a continuous progress, performance-based learning environment in which students learn at their own rates 1) skills that are appropriate to their needs and 2) knowledge that is appropriate to their aptitudes and interests.

The program will involve approximately 500 students in grades 1-7 in two public elementary school buildings during the first year. (A normal Kg. program may be operated in either school at the same time.)

Activities 10: Diagnostic tests were administered to students entering the program to establish which objectives they should be able to accomplish the following year.

The students' progression through learning materials and achievement evaluation was based on mastery of the learning materials keyed to the objectives he is pursuing. A special task force will be assigned to study the requirements, constraints and possibilities for the objective. All students who participated in the pro-

gram underwent diagnosis through testing, interview and individual counseling to provide the basic data for each student's computerized "profile" of 1) learning style preference, 2) academic strengths and learning deficiencies, 3) school attitudes and 4) personal needs. A prescriptive outline of objectives was prepared by the computer for the student to attain. A great deal of flexibility existed for student option/teacher discretion. Upper level students needed high school learning materials in some instances. These are to be provided for and this material should also be based on behavioral objectives.

Evaluation 10: The following criteria will apply:

At least 80% of the students completed at least 80% of the individually prescribed instructional learning units that were expected of them during the program.

PLAN* and control students were compared at the .05 alpha level of significance. A comparison was made for students in grades 4-8 using ITBS Reading, Total Language, Total Arithmetic, and Composite scores. Spring 1972 was the pretest and Spring 1973 will be the post test. A comparison will be made for students in grades 1-3 using Metropolitan Achievement Test Word Knowledge, Word Analysis, Reading, Language, Spelling, Math Computation, Math Concepts and Math Problem Solving scores at each grade tested (i.e. not all areas are tested at each grade level). Pretest will be administered during late March and post test in early June. PLAN* Survey Tests[1], Primary and Intermediate Batteries, will be administered to PLAN* students only. The Pretest was administered in late March. The post test is not required. A narrative description was written to indicate achievement results for the students

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[1]A letter requesting these tests, or the right to duplicate them has been sent to Ted Lawrence, WLC National Marketing Manager.

tested.

PLAN* Developed Abilities Performance Test was administered in June to students in PLAN* classrooms. This test indicates a student's needs, interests, and learning style.

Results of these tests will be in the evaluation model.

Objective 11: To develop through guidance techniques the ability in students to improve their independence and learners, to set realistic learning goals, and to improve the management of their own behavior.

Activities 11: Teachers helped students improve their capacity for taking responsibility for their own learning, so they can operate effectively in an individualized learning program. Inservice for teachers emphasized classroom management methods and teacher behavior that promotes constructive independence among learners.

Evaluation 11: The 80/80 achievement goal was the measure of this objective. Principal's reports of discipline problems, drop-outs, and suspensions will be compared with reports of previous years.

Three evaluation instruments designed to determine the students' self image and anxiety level were administered. They were:

1) Self Esteem Inventory
2) General Anxiety Scale for Children
3) Test Anxiety Scale for Children

All three were administered to both PLAN* and control students twice. Pretests were given in late March and the post tests were given during June. PLAN* and control students were compared for differences in self esteem by means of a t test. Similar comparisons will be made for general "anxiety" and "test anxiety".

Questionnaires were administered to students, teachers, principals, parents and librarians in both PLAN* and control sites. The

questionnaires were administered in late March and June.

PLAN* and control students will be compared for differences in how each feels the students like their educational program by means of a t test.

Objective 12: Deficiencies in the learning systems chosen for implementation the first year will be defined and new individualized learning units will be developed by the curriculum writers to fill these deficiencies.

Activities 12: The curriculum writers and the staff and faculties of project schools searched out the deficiencies of the learning system chosen for the first year of the program. They developed a list of priorities for developing new materials.

During the first year of the program the curriculum writers developed appropriate materials for the deficient areas which had priority needs, utilizing to the extent possible instructional materials already available.

Evaluation 12: Materials were created in time for implementation the second year of the program. The TLU's developed include all support materials included with PLAN* (i.e. tests, teacher supplements, etc.)

Objective 13: To implement recommendations for improvement to the system. This will be an integral part of the evaluation model.

Activities 13: Feedback of information from the evaluator to the project staff will be both formal and informal.

Continual monitoring of the project will allow for recommendations to be implemented throughout the project and not just at the end of an evaluation cycle.

The Division of Evaluation and the project evaluator provided technical support required to implement such an evaluation model, thus providing for the capability of implementation of

recommendations made, or a reassessment of project objectives, whichever is required.

Evaluation 13: All information will be contained in the Evaluation Model which will be presented September 30, 1973.

PART 2

DISSEMINATION ACTIVITIES

DISSEMINATION ACTIVITIES

Following is a summary of the types of dissemination efforts initiated during the 1972-73 year of project operation:

Evaluation Reports - In addition to sending required reports to state and federal agencies, the project staff made copies of these reports available to other school systems, organizations, and universities interested in research.

Informational Meetings - Meetings to disseminate information concerning the purpose and progress of the project was conducted by project staff for parent and community groups. These meetings include parent meetings, organizational meetings, and class meetings at Harris Teachers College. Printed brochures and newspaper stories explaining the program were distributed at these meetings.

News Releases - Information concerning significant events and activities occuring in project schools were released to the news media through the L.E.A.'s division of Community Relations. A report on the project was placed in the School and Home, a paper issued monthly by the school system.

Newsletter - Information concerning progress of project schools was printed in the Curriculum Newsletter which was distributed throughout the school district by the Curriculum Division three times during the school year.

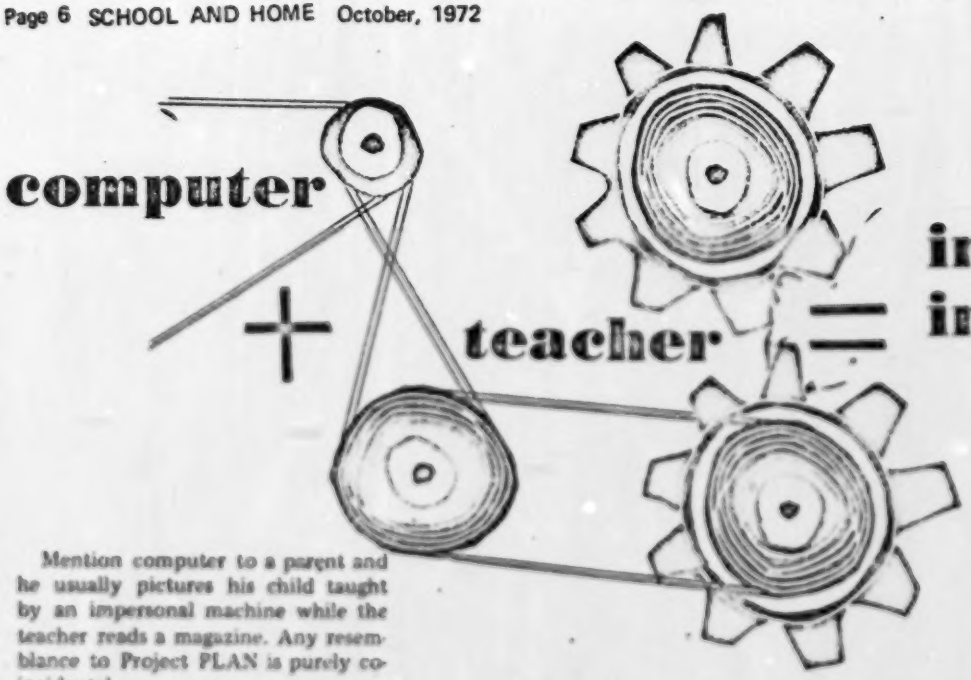
The dissemination of activities was a successful endeavor. There were many opportunities for the Director of the program to speak at meetings of various organizations in the community and this helped to inform the public of the purpose and progress of the project. Other personnel of the project served on committees of parent organizations and were able to "spread the word" about the project.

Westinghouse Learning Corporation published a printed report in a pictorial publication that appeared in a weekly newspaper that is distributed in the St. Louis area and this did a great deal toward successfully disseminating information about the project. A printed brochure about the program in the St. Louis Public Schools was not completed until the end of the program, therefore was not utilized during this fiscal year.

* * * *

PART 3

ITEMS DISSEMINATED



Mention computer to a parent and he usually pictures his child taught by an impersonal machine while the teacher reads a magazine. Any resemblance to Project PLAN is purely coincidental.

In this program, which will begin the second semester, neither the teacher nor the student will operate the computer, and, alas, the teacher will have to work harder than ever.

What computer-managed instruction means to education is simply this: individualized instruction to a degree never before possible.

The teacher feeds into the computer, via a terminal located at the school, detailed data on each child telling where they are in language, science, reading and math. The computer analyzes this information and then gives the teacher a complete printout telling her how many she has at what point in the learning sequence and what materials she will need to teach them. A TLU or teaching-learning unit tells the students the objectives they will study, the materials to use and the activities to do in order to achieve the objectives. After the student completes the lesson, he then takes a test and the computer tells the teacher and the student whether he has mastered the lesson.

The computer keeps track of each student's daily and cumulative progress, generates and provides a day-to-day planning guide for each student and the teacher.

Mrs. Geraldine Johnson, director of the project, states, "The teacher will have to use everything she knows and more. The responsibility is on her to work with each student individually, giving them a voice in planning their learning and guiding them to the materials, dividing them into groups or teams when necessary. The teachers can develop their own teaching lessons for the computer if they want. Project PLAN is the ultimate in individualized learning. The program makes it possible for the teacher to give full attention to each child whether they are seriously behind or far ahead. It lessens the stigmatizing that goes on when the children are separated into fast and slow learning groups."

In the second semester two schools, Scullin and Williams, will introduce Project PLAN to 15 rooms, approximately 500 children. At Scullin, children in the first through seventh grades in selected rooms will participate. At Williams, grades four through seven, selected rooms will participate.

During this semester the participating teachers will have inservice classes on Saturdays and a trip to Aurora, Illinois school system which has the project in all schools. Mrs. Johnson and her staff, which were trained by Westinghouse during the summer, will conduct the inservice.

Project PLAN was developed by the Westinghouse Learning Corporation and has been tested for four years. Two curriculum writers on Mrs. Johnson's staff are busy developing computer programs so that eventually all the materials used in the computer will meet the needs of the teachers in the elementary classrooms in the city.

The program is financed for three years with federal Title II funds.

CURRICULUM NEWSLETTER

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PEOPLE IN THE NEWS

It was an "EVENING WITH Curriculum Director Anne E. Price" on Monday, October 30 when the Banneker:Central-Vashon District honored her at the Carr Lane School. After a career as teacher, principal, Consultant, and Curriculum Specialist in the district, it was with much pride that they honored one of their own who had moved on to the position of Director of Curriculum Services. Parents, community people, teachers, Superintendent of Schools Clyde Miller and District Superintendent Julius Dix praised Miss Price for her talent, skill, and enthusiasm for children. In her response, she spoke of the many people along the way whose lives she had touched and who had touched hers. She regarded "people who need people as the luckiest people in the world." Certainly many of the people whose lives she had touched in the schools, church, community and nation were there Monday night. Surprise guests were in attendance from Nashville, Tennessee, where Miss Price has organized and co-authored a Follow-Through Program, and from Atlanta, Georgia. She was the recipient of many gifts at the conclusion of a program that featured numbers by children, teachers, parents, and community leaders.

* * * * *

The Vocabulary Development Program pioneered on KSLH in St. Louis is now being prepared commercially by McGraw-Hill Book Company. The fourth grade segment has been completed, with Ruth Dockery and Audrey Claus, both members of the staff of Curriculum Services, as co-authors with Dr. William Kottmeyer who designed the original program for the St. Louis schools.

CURRICULUM REVISION, SECONDARY

Secondary social studies teachers have been busy thinking and talking about goals for the new program being planned this year for implementation in 1973-1974. Lead by their department heads, teachers have submitted to the Secondary Social Studies Curriculum Committee many recommendations for major goals and for the philosophical base upon which these goals should rest. Teachers have also submitted many suggestions concerning both the subjects and structures of proposed social studies courses.

* * * * *

Mini-courses planned last spring by teachers and department heads in various high schools are currently being offered. English wins the "minicup" as the subject area in which the largest serving of mini-courses has been perked. Social Studies run a close second.

INSERVICE CENTER

The Curriculum Inservice Center has moved! It has been relocated at 5057 Ridge Avenue, (second floor of the Euclid Branch #1 building). All of the usual services for teachers will continue.

BLACK STUDIES

At the October 4th inservice meeting in the Banneker:Central-Vashon District, teachers worked in groups developing motivational and procedural ideas for the Middle Grade Curriculum Guide and Resource Book. A resume of the ideas presented is being sent to those teachers. If middle grade teachers in other districts are interested, there are additional copies that will be sent to you upon request. Call Nancy Fields, Division of Curriculum Services, 863-4550, Station 52.

* * * * *

Parting Words: Teachers at the primary and middle grade levels are just receiving and becoming familiar with the new Curriculum Guide and Resource Book Integrating Black Studies. Upper grade teachers have had a year's advantage of use. Every teacher knows that the success of any program depends on the attitude and enthusiasm YOU have towards the subject. If the books are never opened, the materials never used, nothing changes, nothing happens. We must be committed to giving children a variety of experiences so that they will realize that the world is really their neighborhood, not just the block on which they live.

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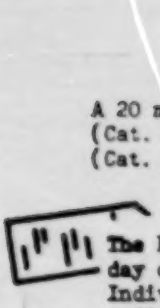
SEVENTH GRADE TEACHERS

A 20 minute color film excerpt from the feature motion picture Island of the Blue Dolphins (Cat. No. 1451 G-2) is now available to introduce pupils to the novel of the same name (Cat. No. 06319) adopted for in-depth study in grade 7.

PROJECT PLAN



The PLAN* teachers of Williams and Scullin Schools are attending inservice workshops, all day on Saturdays, receiving training necessary to successfully implement Computer Manager Individualized Instruction, PLAN*, in a classroom. The workshops are from 8:30 a.m. to 4:30 p.m. on October 28, November 4, 11, 18, and December 2, and are held alternately at the Scullin and Williams Schools.

Mrs. Geraldine W. Johnson, Director of Project PLAN*, Lynn L. Beckwith, Jr. and Patricia Tabor, principal and administrative assistant of Williams School; Charles W. Simms and Mary S. Turner, principal and administrative assistant of Scullin School; and Rich Trolliet, Midwest PLAN* Representative for Westinghouse Learning Corporation are conducting the training sessions. The administrative staff of PLAN* received intensive training from Westinghouse last summer in organizing a school and training a staff for individualization.

KSLH

KSLH is planning a primary level Character Education series entitled "Let's Talk It Over," to be broadcast during the second semester. Responses to questionnaires sent to primary teachers throughout the system showed that such a series would be extremely welcome and indicated which topics should be stressed. A pilot program dealing with respect for property is being prepared.

Also in process of preparation is a series to help integrate Black Studies into the middle grade courses of study. The programs will highlight historical periods during which minority groups had an important but not sufficiently recognized part. A series on Career Education for upper grades and a Music Appreciation series for middle grades are additional offerings to be broadcast in the near future.

Attention is called to News in Review, a live newscast presented each Friday at 9:15 over KSLH. Teachers are urged to send in news pertaining to their individual schools.

AUDIOVISUAL SERVICES

The 1972-73 Audiovisual Cumulative Supplement has been delayed. We now have assurance that we can begin delivery in November.

In the supplement watch for: science materials coordinated with the new science curriculum; consumer education materials for secondary schools; new reading readiness and skill reading series for primary; new film numbers of six digits, ie, 371-104 - place those numbers last on the order in their sequence; changed and added subject headings - LANGUAGE ARTS (ENGLISH LANGUAGE): SOCIAL STUDIES: HUMANITIES.

PRIMARY TEACHERS

Be On The Lookout for a service bulletin on the placement and use of supplementary readers. It is in preparation and should reach the schools before the end of November.

Do You Have your copy of the 1972-73 Guidelines for the Use of the Primary Reading Tests? These "yellow pages" replace the Guidelines issued last year for 1971-72 and reflect the thinking of teachers who suggested the various revisions. You will note that the new Guidelines are "for 1972-73 only." They, too, may be revised should teacher feed-back indicate that this is necessary.

November, 1972

DIVISION OF CURRICULUM SERVICES

BEST COPY AVAILABLE

CURRICULUM NEWSLETTER

PEOPLE IN THE NEWS

Two curriculum staff members, Mrs. Eloise Fay and Mrs. Edna Whitfield, met with both Beaumont-Sumner District Parent Congress groups in January. A description of the purpose and function of the Curriculum Division was illustrated by slides taken at schools in the Beaumont-Sumner District.

John D. Buckner, Curriculum Supervisor, and Mrs. Odessa W. Farrell, Audio-Visual Specialist, were among the 108 Missouri citizens, educators and legislators commissioned by the State Commissioner of Education to make a comprehensive statewide study of public school finance in Missouri. The report was issued in December to the State Board of Education and the General Assembly.

Gerri Johnson, Project PLAN® Director, described the Computer Managed Learning Project to the members of the Gateway Chapter of N.S.P.I., National Society for Programmed Instruction, at their February meeting held at Meramec Community College.

Mrs. Suzanne L. Macdonald, home economics consultant, was the chairwoman at one of the Home Economics Education Division General Sessions during the American Vocational Association Convention in Chicago, Illinois, December 2 - 6, 1972. She is currently serving a three year term on the American Vocational Association Policy Planning Committee and is the Home Economics Division Representative to the Adult Education Department of the A.V.A.

KSLH

Last December 6 and 7 KSLH participated in a Media Exposition sponsored by Forest Park Community College, with a resultant rewarding increase in communication between the station and the community.

Two promised offerings are being presented by KSLH during the second semester: Talk It Over, a Character Education series for Primary II, and This is Our Country, a social studies presentation for Grades 5 and 6. Comments and suggestions from listening teachers and their pupils will be appreciated.

As an introduction to one phase of Career Education and as an aid to effective use of radio, a number of classes make annual field trips to KSLH. Teachers are invited to call the station for appointments for tours.

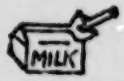
PROJECT PLAN®

Terminals have been installed in the two PLAN® Schools, Williams and Scullin. Terminal operators Barbara Sledge at Scullin and Rachel Lee at Williams have sent through all of the necessary information and have all of the identified students at each school registered on the computer at the Westinghouse Learning Corporation Computer Center in Iowa City, Iowa.

The PLAN® teachers, aides, and students at both schools have been working diligently to rearrange their rooms according to the PLAN® room arrangements. Quiet areas, testing areas, discussion areas, subject centers, audiovisual centers, and conference areas are appropriately located and labeled in every room.

All signs point to QQ for Project PLAN®.

ART DEPARTMENT



1,628 original cookies were designed and baked by St. Louis Public Schools children in the 4th R Gallery during the month of December.

Students in the St. Louis Public Schools won 126 awards in the SCHOLASTIC ART AWARDS exhibit held at Famous-Barr Downtown, February 5-10, 1973.

Two out of five HALLMARK HONOR PRIZES went to Melody Noel of Dewey School, and to Demetrius Owens of O'Fallon Technical Center. Twenty Blue Ribbons and twenty Gold Keys were among the St. Louis awards, with the Honors Art High School students winning twenty-three awards.

A painting by Kelly Jones of Sherman Branch 2 is on the cover of a two year calendar published by the Friends of the Kennedy Center in New York, and the National Art Education Association.

The Chamber of Commerce magazine, COMMERCE, featured the 4th R Gallery and the St. Louis Public Schools Art Program in the February, 1973 issue.

NEW PILOT PROGRAM IN SCIENCE

The St. Louis Public Schools have been asked to be a pilot center for a new science program, Primary Science Skills Project. Author of the project is Mr. Richard Codispoti, Elementary Science Consultant in Cleveland, Ohio. The Hubbard Scientific Company is publishing the materials. The purpose of PSSP is to present a multitude of distinct experiences from which children can generalize and, therefore, expand their understanding of phenomena which are observed in their daily lives. The program is designed to be used by children in small groups. Six schools and twelve primary teachers will be involved in the pilot program.

HOMEMAKING

"Clothing Service" is a new occupational home economics program inaugurated in Cleveland High School in the fall 1972. All Clothing Service II girls were placed on-the-job before December. The teacher-coordinator, Mrs. Dorothy Survant states: "There were more job offers than there were students."

All of the senior students in Child Care and Development at O'Fallon Technical High School are working in Child Day Care Centers throughout the city. This is the second senior class to be placed in work training stations.

The Supervised Food Service students of Beaumont, Central, Soldan, and Vashon are now being placed on-the-job in various food establishments throughout the city. Mrs. Yvonne Powers is the Occupational Home Economics Coordinator responsible for student placement.

AUDIOVISUAL SERVICES

A delightful film for all ages, winner of many awards, is now available. 356-114 . . . THE RED BALLOON, 34 minutes. A film of charm and imagination about a French boy who makes friends with a balloon, "tames" it, and the balloon begins to live a life of its own.

Do you wish to introduce the metric system to your students? A new film for middle grade students has been added to the library. 370-140 . . . METER, LITER AND GRAM. The basic units of the metric system are introduced and the various metric suffixes are described.

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INSTRUMENTAL MUSIC

The Sumner High School "Marching Band" under the direction of Mr. Paul Overbey, performed for the Governor's Inauguration, January 8, 1973.

The Vashon High School "Symphonic Dance Band" under the direction of Mr. Wayman Nickens performed for the Missouri Music Educators Assn., January 17, 1973 in Jefferson City, Missouri.

The Northwest High School "Electric String Ensemble" from Detroit, Michigan, performed for the Instrumental Music Teachers of the St. Louis Public Schools, January 24, 1973 at Cole Elementary School.

The Cleveland High School "Band Parent Association" will present Maynard Ferguson and his 16-piece dance band, in Concert March 5, 1973.

UNGRADED PRIMARY

BE ON THE LOOKOUT FOR two "primary" pamphlets arriving via Pony Express -- "Tips for Managing the SF Reading System" and "Reading Begins at Home." Call the Division of Curriculum Services if additional copies would be useful to primary teachers.

A GUIDE FOR TEACHING HANDWRITING in the primary and integrating handwriting and language skills is now in preparation and should be ready for distribution in September.

DOES YOUR SCHOOL HAVE sufficient copies of the Reading Opinionaire Summary? Each primary teacher should receive her own copy.

INDUSTRIAL ARTS

A committee of 5 industrial arts teachers (one from each district) has completed its work of selecting, through written ballot of all industrial arts teachers in the city, the teachers' choice of the most outstanding industrial arts teacher for 1973 -- Mr. Pete Mercurio of Cleveland High School. Two other candidates were on the final ballot, Mr. Walter Johnson of Vashon and Mr. John Simpson of Cleveland.

Mr. Mercurio will receive a plaque and recognition along with the other chosen teachers from each state at the annual American Industrial Arts Association convention in Atlantic City, New Jersey during the week of April 2 - 7, 1973.

VOCAL MUSIC

Walter Susskind and the St. Louis Symphony Orchestra with Dr. Helen L. Graves' Cosmopolitan Singers and all-city high school chorus presented an inspiring performance of Handel's Messiah to a completely filled Powell Hall in December.

BLACK STUDIES

Want to add materials to your resource files and displays? The Greyhound Corporation has published an attractive booklet entitled They Did--You Can Too! It's free, contains pictures, short biographies and a brief philosophical statement from each man and woman on how they "did" success by overcoming many kinds of barriers. Available by writing to the Greyhound Corporation, Greyhound Tower, Phoenix, Arizona 85077.

More current pictorial and written material is available from EBONY magazine, 4701 Linkell Blvd. If you will go to the office, you can get free copies of this magazine in class sets.

PHYSICAL EDUCATION

The Division of Physical Education has started a pilot project with the intent of using video-tape as a means to assist teachers in the development of their students' gymnastic skills. Mr. Zollie Cottliff, School Photographer, produced a video-tape of six students, from the Beaumont-Sumner and Cleveland-Southwest Districts, performing the required routines. The facilities of the Turner Middle School were used for the filming. The tape is now in the process of being edited prior to dubbing in comments on each performance. The finished video-tape will be sent out to the Elementary Consultants and Physical Education Teachers for use at each District Office for in-service activities.

The advantages of using video tape are many. The tape can be used in "slow-motion" or stopped at any point to study the placement of the hands or the positions of the body during an exercise.

SAINT LOUIS PUBLIC SCHOOLS

January, 1973
DIVISION OF CURRICULUM SERVICES

CURRICULUM NEWSLETTER

BEST COPY AVAILABLE

WE APOLOGIZE

In our efforts to confine the February Curriculum Newsletter to a single page, we "reduced the print to a size almost unreadable" says one of our critics. We apologize. Future copies will present no problems we hope.

* * * * *

PEOPLE IN THE NEWS

On April 6 & 7, 1973, August W. Hermann, Director, Physical Education and Athletics, participated in the Mid-South Presidents Council on Physical Fitness at Memphis State University. It was an excellent experience with top notch teachers of national reputation giving demonstrations in conditioning exercise programs, dance and gymnastics.

Among the recently elected officers of the Greater St. Louis Council of Teachers of English (NCTE) are five persons from the St. Louis Public Schools. Elected to a second term are: Mrs. Dorothy Matlock, president (Sumner High School), James Cox, second vice-president (Soldan High School), Miss Jeanette Miller, treasurer (Roosevelt High School), and Lila Murphy, NCTE liaison officer (Division of Curriculum Services). Elected to a first term is Mrs. Eloise Fay, Corresponding secretary (Division of Curriculum Services). The other officers are: Sister Mary Louis Vandover, first vice-president (Nerinx Hall) and Sister Vincent Wals, recording secretary (Marillac College).

The Audiovisual staff, Mrs. Odessa Farrell, Jim Lesniewski, and Harriet Bick participated in the inservice program at Banneker: Central-Vashon and Beaumont-Sumner Districts on March 31; they have led several multi-media workshops sponsored by TREND and the Title I non-public schools.

Mrs. Eloise Fay, secondary supervisor, Division of Curriculum Services, conducted an inservice workshop on Saturday, March 31, for the teachers of English of Sumner High School. At this session on "Teaching Reading in the English Classroom," teachers worked on specific techniques for improving students' skills in using context clues, making judgments, and dealing with such relationships as cause and effect.

Edna J. Whitfield, elementary supervisor, Division of Curriculum Services, attended the AASA National Academy Seminar 7, EARLY CHILDHOOD EDUCATION, March 12-16, 1973 in Las Vegas, Nevada. The Academy Board of Directors recognized her participation with a Certificate of Achievement, and credited her attendance at this program towards the higher awards which Academy offers.

The American Home Economics Association nominated Mrs. Susanne Macdonald, Consultant of Home Economics Education, to participate in the National Invitational Conference on Teacher Education. This conference, sponsored by the Associated Organizations for Teacher Education, was held on May 10-11, 1973 at the Sheraton Jefferson Hotel, St. Louis, Missouri. The theme of the conference was "Redesigning Teacher Education."

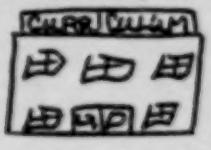
The Missouri Vocational Association will hold its annual meeting in Columbia, Missouri, July 24-26. Mr. James O. Dillan, Consultant of Industrial Arts for the St. Louis Public Schools, will chair the divisional meeting for industrial arts on July 24. Dr. W. R. Miller, Chairman of Practical Arts and Vocational--Technical Education, will speak on the subject "The Relationship of Career Education to Industrial Arts and Vocational Education."

Gerri Johnson, Project PLAN* Director, described the Computer Managed Learning Project during two group sessions to Dr. Doggett's Foundations of Education class at Harris Teachers College.

* * * * *

Parents Visit Curriculum Division

On March 30, forty-seven parents from the Beaumont and Sumner Parent Congresses spent part of the morning visiting the Division of Curriculum Services, 1517 S. Theresa Avenue. They were greeted by the Director, Miss Anne Price and by the Assistant Superintendent, Dr. David Mahan, before being given guided tours through the Audiovisual Department, Curriculum Library and Offices, and Radio Station KCLH. In addition, parents viewed the upper-grade and secondary social studies teacher committees at work. Parents expressed unanimously a desire to return and curriculum staff agreed to host such an attentive and enthusiastic group anytime.



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Curriculum Development Seminar at Maryeliff

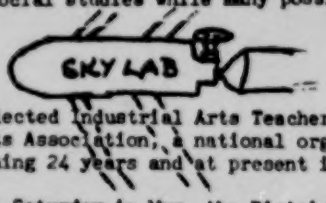
The Division of Curriculum Services held its third and final staff development seminar on May 5-6, 1973 at the Marionist Apostolic Center--a retreat setting overlooking the Meramec River about 27 miles from St. Louis. Guest consultants were Mr. Burton Sawyer, Director of Development at Webster College, Dr. E. Curtis Henson, Assistant Superintendent for Instruction, Atlanta Public Schools, and Dr. Muriel Crosby, past president of the Association for Supervision and Curriculum Development. Participants included, aside from Division personnel, persons from Harris Teachers College and every department and division in the St. Louis Public Schools concerned with curriculum development and implementation. The weekend of dialogue and fellowship was thoroughly enjoyable.

Secondary Curriculum

Mr. Nathan Garner, Project Supervising Editor of the Scholastic Black Literature Series, conducted a workshop for the Secondary Language Arts Curriculum Committee (Department Heads) on April 25. He discussed the teaching of Black literature and culture. (Mrs. Dorothy Matlock, Department Head in English, Sumner High School, has prepared the teaching guide to The Scene, a volume in the series).

The Secondary Ad Hoc Social Studies Curriculum Committee has completed its work on the new social studies program, scheduled to begin in September 1973. The committee, guided by the Department Heads in social studies and by fellow teachers, has boldly moved in new directions. Urban Studies, a new course for ninth graders, is contemporary and local in its content and emphasis; it speaks to the needs of students as they begin high school. World Cultures greatly expands the students' view of the world including Africa, Asia, and the Americas, not Western Europe only; it recommends a cultural, not a chronological, approach. Many interesting new electives are available to students. The total program expands the student's options in the social studies while many possible course structures expand the teacher's options.

Industrial Arts



Pete Mercurio was elected Industrial Arts Teacher of the Year for the State of Missouri. This award is sponsored by the American Industrial Arts Association, a national organization for industrial arts teachers and administrators. Mr. Mercurio has been teaching 24 years and at present is department chairman and drafting teacher at Cleveland High School.

Each year, the first Saturday in May, the District Industrial Arts Awards Competion is held in Columbia, Missouri for the eight districts. This year sixteen entrants from St. Louis took part in the competition. In the division of drawing, John Wortmann, of Roosevelt High School, won a $250 scholarship to Southeast Missouri State University, Cape Girardeau, Missouri. In the metalwork division, Edgar Austin, of Sumner High School, received a plaque for the most outstanding work. This plaque is to be given to Sumner High School.

NASA's McDonnell Douglas Skylab was launched May 14, 1973 from Kennedy Space Center, Florida. Skylab is the first United States manned space flight program developed specifically to carry activities and equipment aimed at improving man's life on earth. Two of Soldan's industrial arts teachers, Mr. Aubry Jones and Mr. John Davis, and several of their students collaborated with the science department in building a 1/8 scale model of the 118' long Skylab. The model was exhibited on the Soldan athletic field to the student body May 9, 1973 in a special program which included speeches from top space officials from McDonnell-Douglas and the St. Louis Public School System.

Physical Education and Athletics

Elementary pupils in each district recently completed participation in their Annual Tumbling Meets, Folk Festivals and Vaulting Tournaments. Preparations are now under way for the big event in late May and June--District Track Meets.

The high school girls recently completed competition in three Tumbling Meets, three Gymnastic Meets, four Volleyball Tournaments, two All-Star Volleyball Games between the children and their teachers. They now are preparing for their big Track Meet on Saturday, May 19. The high school boys program, hindered by rain, continues in Track, Baseball and Tennis.

Home Economics

The Child Care and Development Junior class at O'Fallon Technical Center prepared and served a luncheon during the Child Care Assistant Advisory Committee Meeting on April 19, 1973. The St. Louis Board of Education was represented by Mrs. Katherine Nelson who is also a member of the Advisory Committee. Mrs. Claudine Massey is the instructor of the class.

Mr. Freddie Bland, a Supervised Food Service student during 1971-1972 at Central High School, visited his former teacher, Mrs. Dorothy Wood at Central. He is now in training to become an Army "cook". His introduction into food service through the class at Central High gave him the desire for this specialized training.

During the week of May 14 thru May 18, 1973 Mrs. Pearl Dean Ralph, Supervisor of Home Economics Education, State Department of Education visited all of the Vocational Home Economics classes in the following schools: Beaumont, Central, Cleveland, King, McKinley, Soldan and Vashon. She was entertained at a luncheon prepared and served by the Supervised Food Service Classes at Soldan High School.

Audiovisual

The Audiovisual staff is converting the Audiovisual loan library inventory to a data control Information System. This transition will necessitate a renumbering of the 74,000 items in the Audiovisual loan library this summer and make possible one catalog to include the listing of all materials. If the project proceeds, we hope you will understand any delays that may occur in spite of our intensive pre-planning.

BEST COPY AVAILABLE

SCIENCE FAIR!

ience

The Greater St. Louis Science Fair was held during April and a number of students from our elementary and secondary hools received recognition for their work.

April 6th was Arbor Day and fourth grade pupils received trees for planting. This project is sponsored by the ssouri Department of Conservation and the Nurserymen's Association.

St. Louis was one of the first cities to have a mobile display exhibit from the National Center for Resource Recovery. e exhibit depicted the necessity for and methods of recovering resources from solid wastes.

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Art students from Dewey, Harrison, Honors Art, Martin Luther King, Roosevelt, O'Fallon and Sumner won eight national wards in the Scholastic Art Exhibitions which opens in New York City on June 10th. Awards for the St. Louis Public Schools taled more than for any other area in the State of Missouri.

Two students in Honors Art won awards for welded sculpture in a recent exhibit on Forsythe Walk in Clayton.

Two Cleveland High School art students won $50.00 and $25.00 awards in a medical poster contest held at Mercy spital in Kansas City, Mo. The poster theme stressed safety of young children in the home.

Two Honors Art Seniors have received scholarships from Washington University and Southern Illinois University Carbondale).

SLH

Among its projects for the fall semester, Station KSLH is planning to present sixteen new programs in Talk It Over, character education series for Grade 2, and six new programs in the social studies series This Is Our Country for Grades and 6. A pilot program for a career education series Occupational Outlook has been favorably received and additional rograms are being developed. Suggestions from teachers about prospective pupil-talent for the new productions will be elcomed. The Speech Class and the Drama Class of Metro High School have received radio laboratory experience at the tation and reciprocated by providing talent for programs. Pupils of the Dewey School, one of the many elementary schools hich also furnish program participants, included an article about their experiences at KSLH in a recent issue of the chool newspaper. In order to offer a more serviceable broadcasting schedule, a survey of the range of recess periods in ll schools is being studied.

lack Studies

Teachers of the Jackson School Primary had an opportunity to explore some features of the continent of Africa in an nservice Workshop titled "How Do You See Africa?" conducted by Mrs. Nancy Fields, Subject Matter Consultant, Division of urriculum Services. After a short pre-assessment association test, the workshop covered discussions of false myths, cultur- l information, map study, and songs that correlated with the Curriculum Guide and Resource Book Integrating Black Studies nto the Kindergarten-Primary. Mrs. Thelma Morgan, Jackson School coordinator for the workshop, brought together displays nd materials pertinent to the subject.

roject PLAN*

The teachers and administrative staffs at the PLAN* schools, Williams and Scullin, have been having visitors from epresentatives of various divisions of the school system. The students are working on a truly individualized basis and ach classroom is a center of constructive movement and activity. The students have a working computer vocabulary and love o tell you about the "module" that they are working on, what the "printout" tells them, whether they "mastered an objective," r if they are going to "modify their POS."

SAINT LOUIS PUBLIC SCHOOLS

DIVISION OF CURRICULUM SERVICES
May 1973